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ABSTRACT

A study identified and analyzed the most effective techniques for promoting business and marketing teacher education programs. Data were collected from teacher educators in 160 business education programs in 41 states and 60 marketing education programs in 39 states within the past 5 years. The student enrollment trend for the business teacher education program for the past five years varied, but the trend for marketing teacher education programs declined steadily. The number of business education graduates who entered the teaching professions in the past five years showed a slight increase, but the number of marketing education graduates who entered the teaching profession showed a steady decrease. The most frequently given recommendations of student recruitment techniques were development and distribution of an attractive program brochure, cooperation of local business and marketing and distributive secondary education teachers, visits and speeches to high school classes and club meetings, getting to know students, and personal conversations with students to tell them about opportunities offered by the teacher education program. (YLB)

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PROPOSED RECRUITMENT TECHNIQUES OF STUDENTS FOR BUSINESS AND MARKETING TEACHER-EDUCATION PROGRAMS

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CHAPTER 1

INTRODUCTION

There is a rapidly increasing shortage of public school teachers in the United States. This is becoming apparent in both academic and vocational programs in many regions of the country. The recent survey that is being reported on in this study revealed that most business education teacher-educators in forty-one states and marketing teacher-educators in thirty-eight states perceived a shortage of secondary teachers in their states. Many of these same teacher-educators also reported a decline in present enrollment of undergraduate majors in their programs.

STATEMENT OF THE PROBLEM

The purpose of this study is to determine availability of business education and marketing education teachers, enrollment trends in teacher-educator programs, and most important, to discover the effective teacher-education student recruitment techniques in order to meet future demands for qualified teachers.

Specifically, the objectives of the study are as follows:

1. To determine the availability of business education and MDE teachers.
2. To determine enrollment trends in teacher-education programs.
3. To discover the effective teacher-education student recruitment techniques in order to meet future demands for qualified business education and MDE teachers.

SIGNIFICANCE OF THE STUDY

The results of the study will give administrators and teacher-educators an opportunity to become familiar with the current availability of business education and MDE teachers, enrollment trends in teacher-education programs, and most important, to discover the effective teacher-education student recruitment techniques in order to meet future demands for qualified business education and MDE teachers.

ASSUMPTIONS INVOLVED IN THIS STUDY

In designing this study the investigators accepted the Allport position: that when given the opportunity to express one's self, the individual can and will respond in a valid and reliable way (Allport, 1953).

Since the data for this study will in no way affect the future of the subject, it was assumed that they were not threatened by the questionnaire and that honest answers were elicited.

LIMITATIONS OF THE STUDY

The following limitations were applicable to this study:

1. The study is limited to one hundred-sixty business teacher-educators and sixty marketing teacher-educators within the last year in the United States.
2. The specific conclusions made in this study will be limited to the sample groups, but like conclusions may be drawn to other groups with similar characteristics.

DEFINITION OF TERMS

The following is a list of terms and definitions that were used in this study:

Business Education: A program of instructions in the field of business and office occupations designed to prepare individuals to enter, to progress, or to improve competencies in business and office occupations. Emphasis is on the development of attitudes, skills, and understanding related to business and office occupations.

Marketing and Distributive Education: A program of instruction in the field of distribution and marketing as is designed to prepare individuals to enter, to progress, or to improve competencies in distributive occupations. Emphasis is on the development of attitudes, skills, and understanding related to marketing, merchandising, and management.

Teacher-Educator: A member of the faculty of a college or university who teaches the professional education courses to the students who are majoring in the program.

REVIEW OF LITERATURE

A cursory review of the related literature concerning promotion of vocational education teacher-education programs noted that there is a rapidly increasing shortage of public school teachers in the United States. The 1984 Annual Report of the North Carolina Advisory Council on Education (1984, p.18) stated the following:

"There is a diminishing supply and an increased demand for vocational

teachers. The diminishing supply will come in part from declining enrollments in university programs preparing students for vocational program areas including business education and marketing education....The demand will grow because of the unusually large percentage of vocational teachers nearing retirement age and those who are jumping to higher paying jobs in the business community.

Various student recruitment techniques have been suggested in other studies. A study by Husted (1980) suggested that teacher-educators and state staff need to emphasize to teachers that they should discuss with their students the career possibilities in become an MDE teacher-coordinator. In a previous investigation by Heath (1981), the most frequent recommendation of student recruitment is to develop and distribute a well done program brochure.

ORGANIZATION OF THE REMAINDER OF THE STUDY

The second chapter describes the population used, methods of collecting data and the organization and analysis of data. Chapter three presents the data, Chapter four gives the summary, conclusions, and implications for further study.

CHAPTER II

METHODS AND PROCEDURES

DESCRIPTION OF THE SAMPLE

Two hundred-fifty two (252) business teacher-educators in the United States were asked to participate in the survey. One hundred-seventy nine (179) teacher-educators returned their questionnaires for a response rate of approximately 72 percent. Fifteen of the respondents indicated they no longer had an active program.

INSTRUMENTATION

The instruments used to gather data in the survey were Teacher-Educator Questionnaires. Information asked for on the questionnaire included the following areas: Location of teacher-education programs within the school, number of undergraduate majors in each of the past 5 years, number of recent graduates of teacher-education programs who entered the teaching profession, enrollment trends, reasons for declining enrollments, and most effective student recruitment techniques.

PROCEDURE

The questionnaires were distributed by mail to teacher-educators in business education and marketing education in all fifty states. A cover letter explaining the purpose of the study and the need for a response

was enclosed along with a self-addressed, stamped envelope. The questionnaires were completed during the fall semester of the 1984-85 academic year. A completion time of approximately two weeks was allowed for the return of the questionnaires.

CHAPTER III

FINDINGS

The findings are revealed by the analysis of the teacher-educator questionnaires. For the most part the results shown are patterned after the questionnaire format.

DATA RESULTS

BUSINESS TEACHER-EDUCATOR QUESTIONNAIRE

Teacher-educators from each of 160 currently active programs in 41 states completed the questionnaire. Also the following results are based on the fact that the 160 responses are equal to 100%.

---

1. Location of the Business Teacher-Education program within your college or university.

College or School of Business	87
College or School of Education	51
Division of Business	2
Division of Professional Studies	2
Joint School of Business and School of Education	2
Department of Technology	2
Office Management and Business Education	1
Graduate Program of College of Education	1
Division of Professional and Applied Studies	1
Department of Adult Counseling	1
Health and VoEd in Education	1
Technical and Occupational Education	1
Business Teacher Education Department	1
Liberal Arts	1
Department of Business Studies	1
Applied Science and Technology	1

2. Length of time program has been in operation

5 years 2	8 years 2	10 years 2
10-15 years 15	15-20 years 11	
20-25 years 23	Over 25 years 106	

3. Length of time in present business education program.

1 year 4	2 years 7	3 years 5
4 years 4	5 years 5	6 years 3
7 years 5	8 years 6	9 years 5
10 years 5	10-15 years 18	
15-20 years 15	20-25 years 13	
Over 25 years 47		

4. Does your program require at least one data processing course?

YES	NO
132	28

5. Please indicate the data processing course(s) which are required of the graduates of your program.

Introduction to Data Processing	113
Basic COBOL	23
Micro Applications in Education	12
Systems Analysis	11
BASIC	10
Office Automation Word Processing	9
Data Base	5
Introduction to Microcomputers	5
Accounting with DP Concentration	5
Introduction to Microporcessing	3
Advanced COBOL	2
Half BASIC, Half software	2
Introduction to Information Systems	2
Dictation and Communication	1
Digital Computer Program	1
Pascal	1

6. Estimate the total number of undergraduate Business Education majors in each of the past 5 years.

1980	1981	1982	1983	1984	
49	39	40	41	44	(Averages)

7. Number of recent graduates of your Business Teacher-Education programs.

1980	1981	1982	1983	1984	
12	12	12	11	14	(Averages)

8. Estimate the numbers of your recent graduates who entered the teaching profession in the Business Education program.

1980	1981	1982	1983	1984	
8	8	8	9	10	(Averages)

9. Has the enrollment in your teacher-educator program declined over the past 2 years?

YES	NO	VARIES
70	72	9

*10. If the answer to question 9 is yes, what are the major reasons for declining enrollments in the Business Teacher-Education programs?

Low Salaries	68
Perceived lack of teaching positions	45
Lack of respect for the teaching profession	38
Lack of interest	16
More options available in business and industry	9
Increased entrance requirements	7
Increased difficulty of curriculum	4
Better administrative jobs for women	3
New office administration programs	1
Teacher certification test	1

*11. Major student recruitment techniques used for program promotion.

Program brochure	105
Speaks to high school business classes and club meetings	77
Attend local, regional, and state FBLA meetings	68
Contact the university admissions office	55
A follow-up letter explaining the program	50
Make bulletin boards	39
Contact the university counseling center	38
Slide presentations to groups of students	38
Call prospective students/personal letter	8
Have a recruiting office	8
Invite students of FBLA clubs to visit department	6

Call on graduates who became area high school teachers	4
Talk to individual high school teachers	4
High school student recognition day	2
Invite student groups to visit department	2
Host high school BOEC competition	2

12. Recruitment techniques ranked in order of most effective.

1. Speaking to high school business classes or club meetings.
2. Effective program brochure
3. Attending local, regional, and state FBLA meetings
4. Slide presentations to groups of students
5. A follow-up letter explaining the program
6. Contacting the university admissions office
7. Conducting an open house
8. Writing letters to high school guidance counselors
9. Word of mouth
10. Contact Junior College counselors

13. Approximately how many new business education teachers does your state hire each year?

54

14. Is there a shortage of certified business education teachers in your state?

YES	NO	VARIES
77	63	7

*15. In your opinion, what are the most important steps that business teacher-educators can take to increase enrollment in teacher-education programs?

Lobby for improved salaries	28
Have up-to-date curriculums	23
Have strong office administration programs	21
Form working relationships with high school business teachers	17
Become public relations expert in area	15
Increased visibility of program	12
Emphasize dual role of BE Degree	11
Sell benefits of teaching	11
Have good role models	11
Promote non-skill courses	11
Increase effort in teaching	11

*For items 10, 11 and 15 multiple responses were given to each of the questions proposed.

MARKETING TEACHER-EDUCATOR QUESTIONNAIRE

Teacher-educators from each of 60 currently active programs in 39 states completed the questionnaire. Also, the following results are based on the fact that the 60 responses equal 100%.

---

1. Location of the MDE Teacher-Education program within your college or university.

College or School of Business	30
College or School of Education	23
Joint School of Business and Education	2
Department of Technology	2
Technical and Occupational Education	2
Applied Science and Technology	1

2. Length of time program has been in operation.

1 year 1	2 years 1	3 years 1
6 years 1	7 years 3	9 years 1
10 years 2	10-15 years 8	
15-20 years 18	20-25 years 8	
Over 25 years 10		

3. Length of time in present MDE program.

1 year 3	2 years 3	3 years 4
4 years 3	5 years 2	6 years 4
7 years 4	8 years 0	9 years 5
10 years 2	10-15 years 14	
15-20 years 7	20-25 years 7	

4. Does your program require at least 1 data processing course?

YES	NO
50	10

5. Please indicate the data processing course(s) which are required of the graduates of the program.

Introduction to Data Processing	40
Basic COBOL	5
Modeling and Simulation	3
Micro Applications in Education	3
Systems Analysis	3
Introduction to Microcomputers.	2

6. Estimate the total number of undergraduate MDE majors in each of the past 5 years.

1980	1981	1982	1983	1984	
12	12	11	10	8	(Averages)

7. Estimate the number of recent graduates who entered the teaching profession in the MDE program.

1980	1981	1982	1983	1984	
9	8	8	7	6	(Averages)

9. Has the enrollment in your teacher-education program declined over the past 2 years?

YES	NO		YES	NO
37	23	Business	18	12
		Education	12	11
		Other	7	0

*10. If the answer to question 9 is yes, what are the major reasons for declining enrollments in the MDE Teacher-Education Program?

Low salaries	25
Perceived lack of teaching positions	18
Lack of respect for the teaching profession	12
Lack of interest	6
More options in business	6
Increased entrance requirements	4

*11. Major recruitment techniques used for program promotion.

Program brochure	45
Stay in contact with local MDE Teachers	40
Speak to high school MDE classes or DECA meetings	35
Slide presentations to groups of students	25
Attend local, regional, and state DECA meetings	25
Send letter to high school guidance personnel	20
Bulletin board	20
Contact university counseling center	18
Contact university admissions office	18
A follow-up letter explaining the program	15
Speak to post-secondary programs	12
Conduct an open house	10

12. Recruitment techniques ranked in order of most effecitve.

1. Effective program brochure
2. Personal contact with local teachers
3. Speak to high school MDE classes or DECA meetings
4. A follow-up letter explaining the program
5. Attending local, regional, and state DECA meetings
6. Slide presentations to groups of students
7. Conducting an open house
8. Writing letters to high school guidance counselors
9. Use of bulletin boards
10. Contacting the university admissions office
11. Contacting the university placement office

13. In your opinion, what are the most important steps that MDE teacher-educators can take to increase enrollment in teacher-education programs?

Speak to local MDE programs
Stay in close contact with local MDE teachers
Encourage local MDE teachers to promote the program

14. Approximately how many new MDE teachers does your state hire each year?

10 average

15. Is there a shortage of certified MDE teachers in your state?

YES	NO	
29	27	24 states responded yes 14 states responded no

*For items 10 and 11 multiple responses were given for each question proposed.

CHAPTER IV

SUMMARY, DISCUSSION AND IMPLICATIONS

SUMMARY

PURPOSE

The primary purpose of this study is to identify and analyze the most effective techniques for promoting business and marketing teacher-education programs.

POPULATION AND INSTRUMENTATION

The data was collected from teacher-educators in one hundred-sixty business education programs in forty-one states and sixty marketing education programs in thirty-nine states within the past five years. Two questionnaires were developed and administered during the fall of 1984. The questionnaires were developed and field tested by the researchers. A cover letter explaining the purpose of the study and the need for a response was enclosed along with a self-addressed stamped envelope. A completion time of approximately two weeks was allowed for the return of the questionnaires.

DATA COLLECTION

The questionnaires were completed by the teacher-educators in business education and marketing education. Once the questionnaires were completed they were returned to the researchers.

FINDINGS

Included among the major findings are the following observations:

1. Approximately one-half of both the business and marketing teacher-education programs are located in colleges of business.
2. The average length of time that the business teacher-education programs had been in operation was approximately twenty-five years, while the marketing teacher-education programs averaged between fifteen-twenty years.
3. Eighty percent (80%) of the business programs required at least one data processing course, while seventy percent (70) of the marketing programs required at least one course.
4. The student enrollment trend for the business teacher-education program for the past five years varied, but the trend for marketing teacher-education programs declined steadily.
5. The number of business education graduates who entered the teaching profession in the past five years showed a slight increase; however, the number of marketing education graduates who entered the teaching profession showed a steady decrease.
6. There was a variety of student promotional techniques listed and discussed as to most effective.

DISCUSSION

General teacher-educator reactions to the proposed recruitment techniques of students for business and marketing teacher-education programs reveal the following observations:

1. Although there were many reasons listed why more students do not major in business or marketing teacher-education programs, the most frequently listed reasons were low teaching salaries and a perceived lack of new teaching positions. The latter reason does not seem at all founded, when this study and others reveal that most states do not produce enough graduates to fill all of the openings in that state.
2. Other pronounced reasons for declining enrollments in both programs seemed to reveal a negative attitude expressed toward the profession by many teachers who are presently in the field. This has an adverse effect on both student teachers and secondary students selecting teaching as a career.
3. It seemed to be the feeling of many teacher-educators that the present student enrollment trend is toward the business community, rather than education. This trend applies for both education and non-education majors.

IMPLICATIONS

Several implications are believed to be of importance in the making of recommendations for promoting the business and marketing teacher-education programs. The following most frequently given recommendations of student recruitment techniques are based upon results of this study:

1. When the results of this research are studied in relation to the findings of a previous investigation by Heath (1981), the most frequent recommendation of student recruitment is to develop and distribute an attractive program brochure.
2. To receive cooperation of local business and MDE secondary education teachers. It was revealed that the teachers can be most helpful as follows:
    a. By not criticizing the teaching profession in front of students.
    b. By publicizing opportunities in teacher-education programs.
    c. By encouraging students to apply to college.
    d. By helping needy students to apply for financial aid.
3. To visit and speak to high school classes and club meetings, and getting to know students and personally telling them about the opportunities offered by the teacher-education program will often entice them to apply when other more formal methods will not do the job.

APPENDICIES

APPENDIX A

Letter to Business Teacher-Educators

College of Business
Business Education and Office Administration

Appalachian State University
Boone, North Carolina 28608

704/262-2035

September 25, 1984

MY FELLOW BUSINESS EDUCATORS

I NEED YOUR HELP---

I am trying to determine if enrollments are declining in the number of majors in Business Education, and if so, to what extent; and most important what are some factors related to this decline in many colleges and universities throughout the country.

It is hoped I can put a handle on some of the problems many of us face on the declining majors in our field. Also, if you have had no declines, I would especially like to know your ideas, techniques, and approaches for keeping the students coming into your program.

Would you please take a few minutes and complete the enclosed questionnaire to give me your views and information concerning your program in Business Education. Please return the form in the self-addressed, stamped envelope by October 26, 1984 if at all possible.

I realize you are busy what with the opening of the Fall Semester, but your valuable response will be much appreciated.

Sincerely,

Sid Eckert, Director
BE, OA, DE Programs

A member institution of The University of North Carolina
An Equal Opportunity Employer

APPENDIX B

Business Teacher-Educator Questionnaire

TEACHER-EDUCATORS QUESTIONNAIRE:
PROPOSED RECRUITMENT TECHNIQUES OF
STUDENTS FOR BUSINESS TEACHER-EDUCATION PROGRAMS

Directions: Please answer the following questions by placing a check in the appropriate blank(s) to indicate your response.

1. Location of the Business Teacher-Education program within your college or university.

___ college or school of business ___ college or school of education
___ other or dept; (please specify:) _____

2. Length of time program has been in operation:

1 yr	___	2 yrs	___	3 yrs.	___	4 yrs	___	5 yrs	___
6 yrs	___	7 yrs	___	8 yrs.	___	9 yrs	___	10 yrs	___
10-15 yrs.	___	15-20 yrs	___	20-25 yrs.	___	20-25 yrs	___	over 25 yrs	___

3. Length of time in present business education program:

1 yr	___	2 yrs	___	3 yrs	___	4 yrs	___	5 yrs	___
6 yrs	___	7 yrs	___	8 yrs	___	9 yrs	___	10 yrs	___
10-15 yrs	___	15-20 yrs	___	20-25 yrs	___	20-25 yrs	___	over 25 yrs	___

4. Does your program require at least one data processing course?

___ Yes ___ No

5. Please indicate the data processing course(s) which are required of the graduates of your program.

___ Intro to Data Procesing ___ Systems Analysis
___ Basic COBOL ___ Advanced COBOL
___ Modeling and Simulation ___ Data Base
___ other (please list) _____

6. Estimate total number of undergraduate Business Education majors in each of the past 5 years.

1980 ___ 1981 ___ 1982 ___ 1983 ___ 1984 ___

7. Number of recent graduates of your Business Teacher-Education program:

1980 ___ 1981 ___ 1982 ___ 1983 ___ 1984 ___

8. Estimate the nubers of your recent graduates who entered the teaching profession in the Business Education Program.

1980 ___ 1981 ___ 1982 ___ 1983 ___ 1984 ___

9. Has the enrollment in your teacher-education program declined over the past 2 years?

___ Yes ___ No

10. If the answer to question 9 is yes, what are the major reasons for declining enrollments in the Business Teacher-Education Program?

Lack of interest ___
Low salaries ___
Lack of respect of the teaching profession ___
Perceived lack of teaching positions ___
Other ___ (please specify) _____

11. Major student recruitment techniques used for program promotion:

program brochure ___
a follow-up letter explaining the program ___
contact the university counseling center ___
contact the university admissions office ___
make bulletin board displays ___
slide presentations to groups of students ___
attend local, regional and state FBLA meetings ___
send letter to high school guidance personnel ___
speak to high school business classes and club meetings ___
conduct an open house ___
other: (please list) _____
_____
_____

12. Please rank recruitment techniques in order of most effective. (place a 1 by the most effective; a 2 by the next most effective, etc.)

program brochure ___
a follow-up letter explaining the program ___
contacting the university admissions office ___
use of bulletin boards ___
slide presentations to groups of students ___
attending local, regional, and state FBLA meetings ___
writing letters to high school guidance counselors ___
speaking to high school business classes or club meetings ___
conducting an open house ___
other: (please list) _____
_____

13. Approximately how many new business education teachers does your state hire each year?

NUMBER _____

14. Is there a shortage of certified business education teachers in your state?

Yes ___ No ___

15. In your opinion what are the most important steps that business teacher-educators can take to increase enrollment in teacher-education programs?

Comment: _____
_____
_____
_____
_____

APPENDIX C

Letter to Marketing Teacher-Educator

marketing & distributive education

committed to the improvement of marketing

704/262-2034

JOHN A. WALKER COLLEGE OF BUSINESS
Appalachian State University
Boone, North Carolina 28608

Since many states are reporting a shortage of new certified MDE teachers and most MDE Teacher-Educators say they do not have enough majors, I am attempting to gain information that might make a contribution toward finding a solution to the problem. To enable me to gain this information, I need your help. Please complete the questionnaire and return it in the enclosed self-addressed envelope by October 12, 1984.

Thank you in advance for completing the enclosed questionnaire.

Cordially,

Tom

Thomas R. Allen, Jr.
Project Coordinator

A member institution of The University of North Carolina
An Equal Opportunity Employer

APPENDIX D

Marketing Teacher-Educator Questionnaire

TEACHER-EDUCATORS QUESTIONNAIRE:
PROPOSED RECRUITMENT TECHNIQUES OF
STUDENTS FOR MARKETING TEACHER-EDUCATION PROGRAMS

Directions: Please answer the following questions by placing a check in the appropriate blank(s) to indicate your response.

1. Location of the MDE Teacher-Education program within your college or university.

___ college or school of business ___ college or school of education
___ other or dept; (please specify):_____

2. Length of time program has been in operation

1 yr ___ 2 yrs ___ 3 yrs ___ 4 yrs ___ 5 yrs ___
6 yrs___ 7 yrs ___ 8 yrs ___ 9 yrs ___ 10 yrs ___
10-15 yrs ___ 15-20 yrs ___ 20-25 yrs ___ over 25 yrs ___

3. Length of time in present MDE Teacher-Education program

1 yr ___ 2 yrs ___ 3 yrs ___ 4 yrs ___ 5 yrs ___
6 yrs ___ 7 yrs ___ 8 yrs ___ 9 yrs ___ 10 yrs ___
10-15 yrs ___ 15-20 yrs ___ 20-25 yrs ___ over 25 yrs ___

4. Does your program require at least one data processing course?

___ Yes ___ No

5. Please indicate the data processing corse(s) which are required of the graduates of your program.

___ Intro to Data Processing ___ Systems analysis
___ Basic COBOL ___ Advanced COBOL
___ Modeling and Simulation ___ Data Base
___ Other (please list)

6. Estimate total number of undergraduate MDE majors in each of the past 5 years.

1980 ___ 1981 ___ 1982 ___ 1983 ___ 1984 ___

8. Estimate the number of your recent graduates who entered the teaching profession in the MDE program.

1980 ___ 1981 ___ 1982 ___ 1983 ___ 1984 ___

9: Has the enrollment in your teacher-education program declined over the past 2 years? Yes ___ No ___

10. If the answer to question 9 is yes, what are the major reasons for declining enrollments in the MDE Teacher-Education Program.

lack of interest ___ low salaries ___
lack of respect of the teaching profession ___
perceived lack of teaching positions ___
other ___; (please specify) _____
_____

11. Major student recruitment techniques used for program promotion

program brochure ___
a follow-up letter explaining the program ___
contact the university counseling center ___
contact the university admissions office ___
bulletin board ___
slide presentations to groups of students ___
attend local, regional and state DECA meetings ___
send letter to high school guidance personnel ___
speak to high school MDE classes of DECA meetings ___
conduct an open house ___
other: (please list) _____

_____

_____

12. Please rank recruitment techniques in order of most effective. (place a 1 by the most effective; a 2 by the next most effective, etc.)

program brochure ___
a follow-up letter explaining the program ___
contacting the university counseling center ___
contacting the university admissions office ___
use of bulletin boards ___
slide presentations to groups of students ___
attending local, regional, and state DECA meetings ___
writing letters to high school guidance counselors ___
speaking to high school MDE classes or DECA meetings ___
conducting an open house ___
other: (please list) _____

_____

_____

13. In your opinion what are the most important steps that MDE teacher-educators can take to increase enrollment in teacher-education programs?

Comment: _____

_____

_____

14. Approximately how many new MDE teachers does your state hire each year?

Number _____

15. Is there a shortage of certified MDE teachers in your state?

Yes ___ No ___

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BIBLIOGRAPHY

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